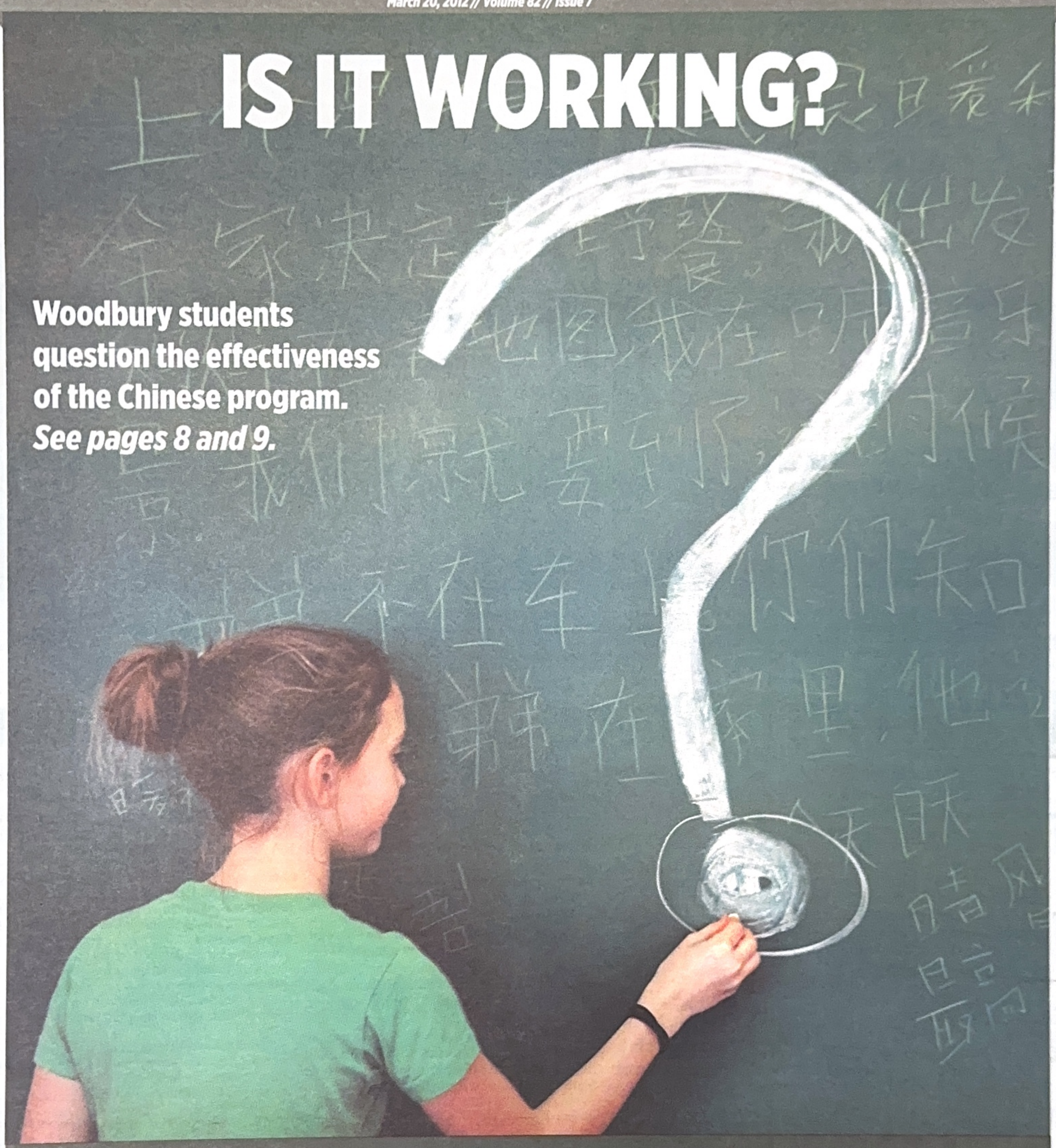
THE SHAKERITE

March 20, 2012 // Volume 82 // Issue 7

IS IT WORKING?

Woodbury students question the effectiveness of the Chinese program.
See pages 8 and 9.



Bullying in Middle School 3 **KONY Reactions** 11 **Turf Vote Postponed** 14

Sankofa Celebrates Black History Month

BRENTON SULLIVAN//GRISTMILL

Students perform during the annual Sankofa observance in the Large Auditorium Feb. 24. On the left, juniors Asia Hoyett, Lezlie Richards and Jillian Willis sing. On the right, sophomores Isaiah Sharp and Bryan Harris sing alongside junior Alex Frazier. Sankofa is held every February to celebrate Black History Month. Sankofa featured singing, poetry, dancing and skits. Junior Leandrow Thomas read an original poem. "For me, there were ups and downs. But when it came down to it, we're just a family of talented people waiting to show [our talents]," he said. Sophomore Olivia Frierson attended Sankofa for the first time this year. "I thought it was really cool to see everyone come together like that. It was nice to see talents that I never knew about from students who I sit in class with every day."

District Pays for Phones Confiscated Then Stolen

JULIA SCHARFSTEIN CAMPUS AND CITY EDITOR

Just this year, five or six confiscated phones were replaced by the school because they were stolen before they could be returned to the student.

In most of the cases, the phones were stolen from teachers' desks. In one instance, a phone was stolen after the floor of a gym locker fell through. Principal Michael Griffith explained that this phone was also replaced by the school because it was school property that broke and enabled the theft.

"We don't want to be in a position of managing kids' devices and then not be able to return them," Griffith said.

As phones have become smarter and more expensive, Griffith fears that a stolen phone will end up being an $800 iPhone that the school has to replace. "We have to have a plan," he said.

When a confiscated phone is stolen and therefore cannot be returned to the student, parents are notified and asked to come to school to provide information about the phone. "We try to replace the exact item," Griffith said. The parents then sign a form acknowledging that the phone was replaced.

"We don't want to be in a position of managing kids' devices and then not be able to return them."
MICHAEL GRIFFITH

Griffith plans to make sure the phones are secured to prevent this problem from continuing. If the phone is to be kept only until the end of the period, it should be kept in a "locked drawer."

But, if the phone is to be kept for a longer period of time, for example the entire school day, a different procedure should be followed. "If in the middle of the lesson, a teacher confiscates a phone, in reasonable time, it should get to a security guard or administrator to get it to a place that is secure." Griffith explained that this could be in Room 113 or a safe in a different room.

Sophomore Shaun Roy has never had his phone confiscated, but he sees plenty of blame to go around in such cases.

"Initially, I would be furious, but then I would realize that I shouldn't have had my phone out in the first place," Roy said. "I would blame myself for having my phone out, but I would also blame the teacher for not taking better care of my device."

Shaker will adopt new policy on electronics

With Wi-Fi coming to the high school next year, the administration is reassessing policies concerning electronic devices.

Principal Michael Griffith said that the increasing focus on electronic devices resurrects questions about electronics usage. Griffith explained that it is unrealistic to expect students not to use their devices throughout the day. He said it is important to figure out "what is disruption and what is not."

To that end, the faculty senate is surveying teachers about their views on a new policy.

The Student Handbook currently specifies there is no use of electronic devices during the school day. It states, "If electronic devices disrupt academics, building personnel may confiscate any device(s) and/or take appropriate disciplinary action for improper use."

Griffith hopes that students will not use their phones in class if "they have another space where it's appropriate."

Griffith also wants to figure out how the electronics can be used in class for learning. "Teachers can find ways to use them as tools in instruction," he said.

Chardon Shooting Presents Reality Check

Shooting reveals the possibility of similar tragedies occurring in Shaker

ALLIE HARRIS AND JULIA SCHARFTSEIN
CAMPUS AND CITY EDITORS

The proximity of the Feb. 27 shooting at Chardon High School and the arrest of a Shaker student who brought a semiautomatic weapon to school have raised fear among students that a similar event could happen here.

English teacher Maureen Sylak's son is a senior at Chardon. He was walking toward the cafeteria that morning when a flood of students ran out after hearing gunshots.

After hearing about the shooting, Sylak explained the only thing she thought was "I have got to get my son." She described that Chardon was "literally like a war zone."

Sophomore Hannah Harris expressed sympathy for everyone involved in the shooting. "As I thought more about it, I realized that often times people think that nothing like this could ever happen in Shaker," she said. "This event serves as a wake-up call that these things can happen anywhere and we need to figure out how these tragedies can be stopped."

Sophomore Tyler Krantz's connection to the community influenced his reaction. "It hit so close to home, not only because the shooting happened close to Shaker, but because I go to camp in Chardon. It did make me feel more uncomfortable at school," Krantz said.

Principal Michael Griffith said recognizing all students as individuals can help prevent tragedies. "If we want to be safe, one of the most important things we can do is know our students and make sure we don't have any anonymous students," he said.

Sylak said schools can't guarantee safety.

"I feel that Shaker and Chardon really and truly are doing everything they can. . . But they can't stop every leak," Sylak said.

Senior Bridgett Strong is not scared. "I feel like there are so many people that would say something if they saw something out of the ordinary happening and things wouldn't get this bad," she said.

Griffith said that when he found out about Chardon he was sad and disturbed that "any human being was so sad and felt so low that they would do that."

Griffith explained that Shaker made no announcements about the shooting because, firstly, it wasn't directly connected to the school and he wanted to keep things as normal as possible. Secondly, he didn't want to give out false information.

Students were quickly aware of the event nonetheless. "I saw something about the shooting right after it happened but I didn't believe it. I was in shock," Strong said. "But as other people started saying stuff about it, I thought, 'Wow, it's real.'"

Concerning student safety, Griffith said, "I don't think we need to change the protocol."

But, Superintendent Mark Freeman said the district is "planning another meeting with police to see if [the policy] needs revision."

Strong noted the unpredictability of these events. She said, "We need to take lockdown drills seriously, and I think everyone just needs to be cautious. It always seems unexpected."

"...Seeing as Chardon is so close, this event serves as a wake-up call that these things can happen anywhere, and we need to figure out how these tragedies can be stopped."

HANNAH HARRIS

Increase in School Lockdowns Near Shaker

In the four days following the Chardon shooting, suspected gun threats caused at least seven schools to lock down.

Seventeen-year-old student Chardon High School student T.J. Lane has been charged with opening fire in the Chardon High School cafeteria Feb. 27. Three students died within the next few days and two remained hospitalized. Geauga County prosecutors charged Lane in juvenile court, but his case may be sent to adult court for trial. The shooting started a chain reaction of other incidents in Northeastern Ohio.

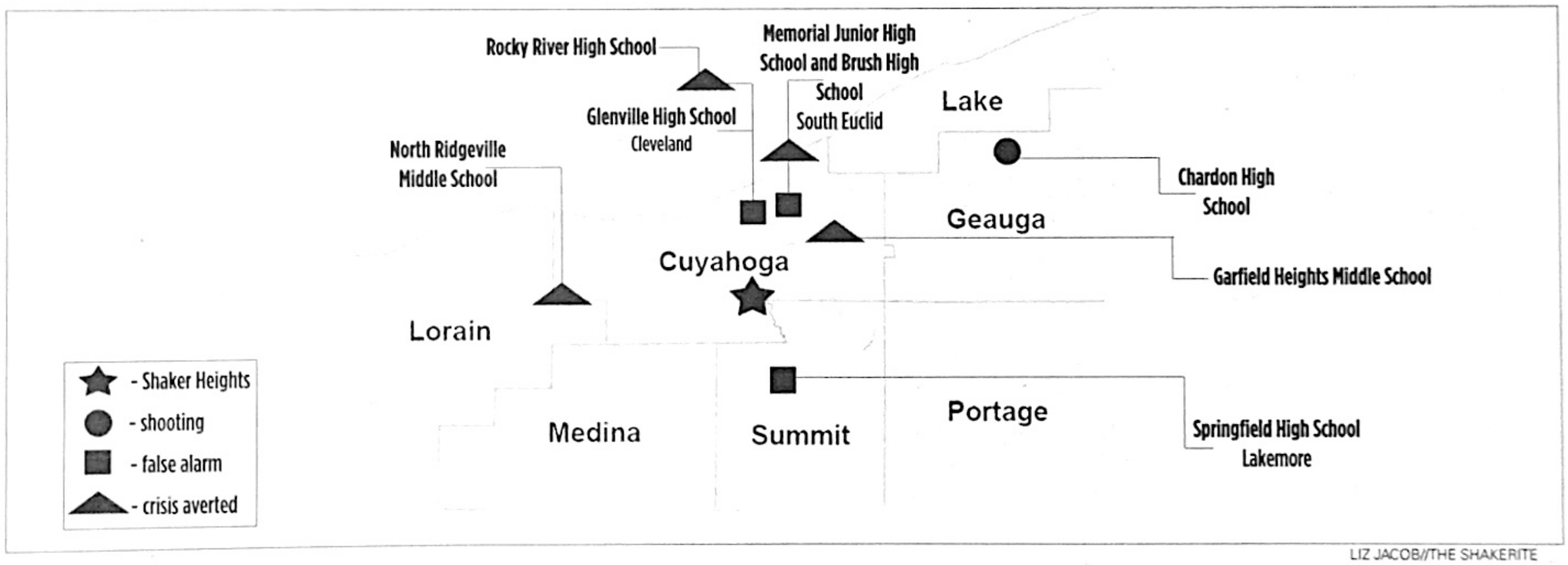
At least seven new incidents were reported by March 2. Two of the seven incidents were false alarms, but five posed real threats. The false alarms occurred at Glenville High School and Springfield High School in Summit County. At North Ridgeville Middle School, a BB-gun was confiscated from a student. Bullets were discovered at South Euclid Memorial Junior High School. At Brush High School, a bullet was found in the computer lab. A student at Rocky River High School was arrested for calling in a bomb threat. A student brought a BB-style gun to Garfield Heights Middle School.

Each incident caused the school to evacuate or lock down.

Social worker Chris Ruma-Cullen explained the importance of notifying an adult if a student suspects something. "They need to tell somebody and let an adult try to evaluate the situation to see if there is a real risk involved . . . a lot of these situations could be avoided."

COMPILED BY JULIA SCHARFSTEIN

Copycat Incidents Occur in Nearby Schools



LIZ JACOB//THE SHAKERITE

School Social Worker Chris Ruma-Cullen Answers Questions About Bullying

Chris Ruma-Cullen

How can bullying affect a victim?
The ultimate is suicide or somebody becoming violent and committing a homicide or other crime. Fortunately that's the minority of cases, but it definitely interferes with their ability to function in school. A lot of kids miss school. . . because they are afraid of being bullied. It definitely can contribute to depression, anxiety, low self-esteem, all sorts of mental health and emotional problems.

What can prevent violent responses?
A support system is huge, and I think that friends can support you just by being somebody to talk to but also they can be a sort of a shield at school. It's really important that all kids have . . . one or more good relationships with adults. It doesn't even have to be their parents; it could be a teacher, a security guard, a coach, somebody from their church, it could be anybody.

What support does Shaker offer bullied students?
In the last couple of years, our assistant principals have gotten really good at taking the [bully] reports from kids and acting on those reports as quickly as possible by trying to talk to all the parties involved. Obviously, I offer any support I can provide.

COMPILED BY JULIA SCHARFSTEIN

Law Punishes Off-Campus Bullying

School districts must now address bullying occurring outside school via technology

ALLIE HARRIS CAMPUS AND CITY EDITOR

The Jessica Logan Act, which was passed in Ohio in January, gives schools authority to discipline students who partake in bullying off school grounds.

The goal of this law is to prevent bullying occurring through electronic communication devices, such as cell phones and computers.

The district's policy handbook states that "harassment, intimidation and bullying are prohibited in school, on school property, on the way to and from school, and at school-sponsored events." Shaker.org writes that "no student shall persecute, threaten or participate in any act or acts that injure degrade or disgrace any student. Hazing is banned in any form."

Under the new state law, by next November, that policy must address bullying that occurs off campus through technology.

Existing state law requires school districts to compile and publish "incidents of harassment, intimidation and/or bullying leading to suspension or expulsion." According to the district website, in the 2010-11, there were two such reported incidents of bullying at K-4 schools, six at Woodbury, and 33 at the middle school. There were nine at the high school.

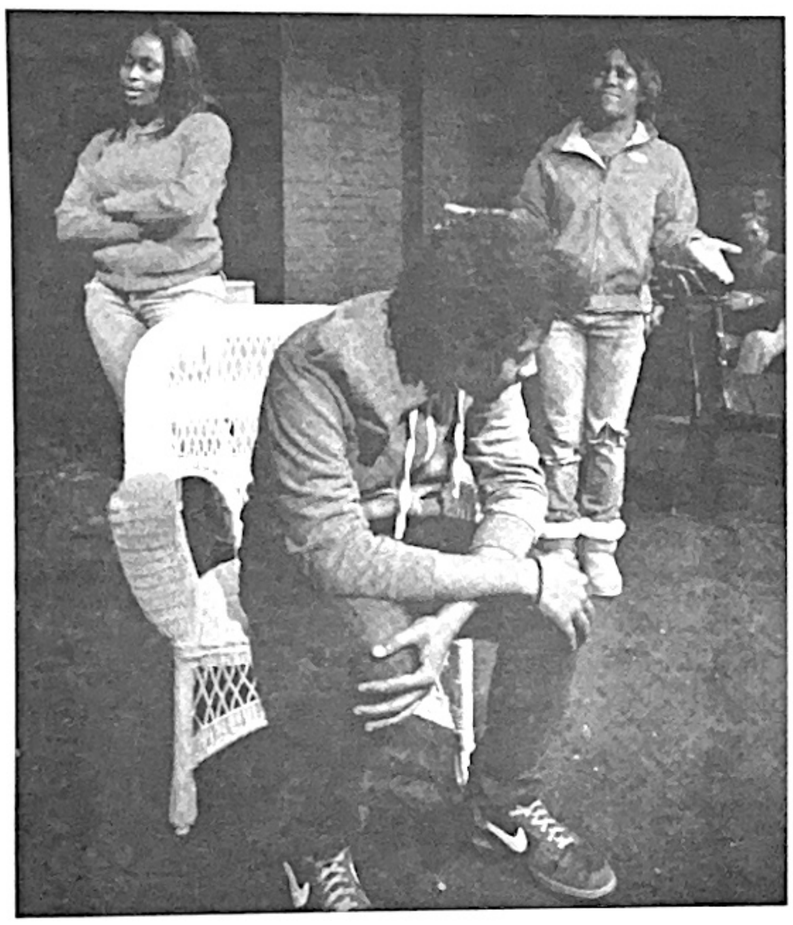
State law defines harassment, intimidation or bullying as "any intentional, written, verbal or physical act that a student has exhibited toward another particular student more than once and the behavior causes mental or physical harm and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational or work environment, without displaying a weapon and without subjecting the victim to actual physical attack."

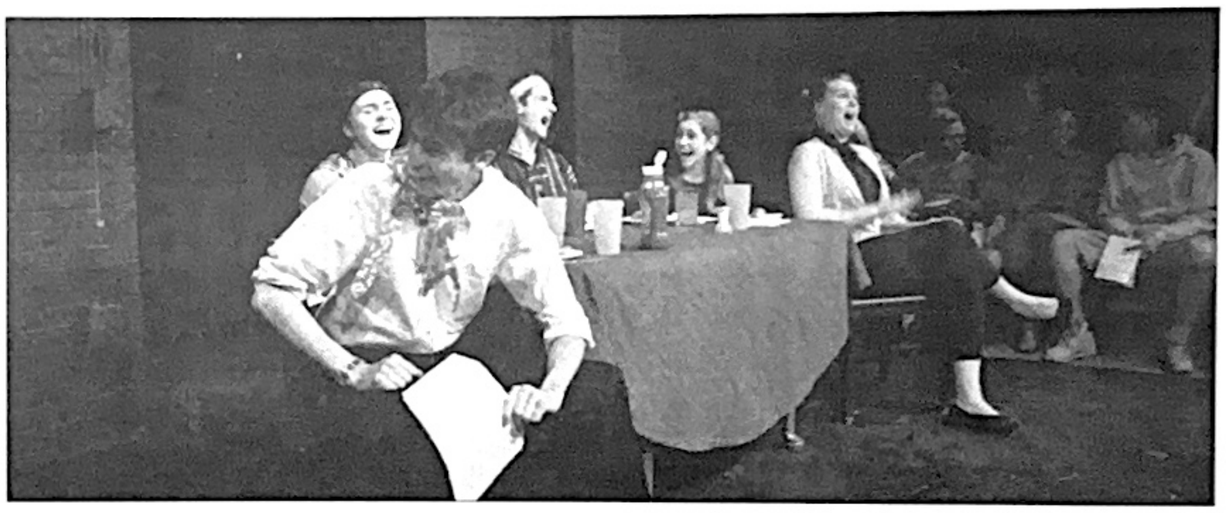
The district handbook urges any victims of bullying to notify the school office so that a report can be made, which can be anonymous per request. All reported incidents will be documented and investigated, and the parents/guardians of all students will be notified.

Junior Didi Shiloh is president of Gay Straight Alliance, a Core member and SGORR leader. "Ignorance seems to be the root for any negative thought or behavior," she said.

"Keep your mind open and get to know a different person. That's how we learn and grow, through interaction."

New Stages 30 Presents Student-Written Plays





Pictured above are three of the six plays featured in New Stages 30 during the preview March 13. Clockwise from left to right are scenes from "Boujetto," "Blood is Thicker than Ketchup," and "Paint Brushes," "Canvases & the Art of Giving Up."

Why You Should Care

Human trafficking is a growing problem in Ohio

Eric Tutstone was convicted on two counts of human trafficking by a federal jury March 13. Tutstone sold a 16-year-old girl to a madame, an owner or organizer of a brothel, for $300 at a Starbucks on West 6th Street. However, the madame was a paid informant for the government. "Human trafficking is an enormous crime in our country and around the world, and it happens in our neighborhood," said Anne Victory from the Collaborative Initiative to End Human Trafficking in Northeast Ohio. Although not typically covered in the news, human trafficking is a prevalent issue in Cleveland. Approximately 1,000 American-born children are forced into sex-slavery every year in Ohio, not including immigrants also forced into slavery. The human traffickers flatter, befriend and gain the trust of young girls while forcing them to become sex slaves. The issue of human trafficking may be closer than you realize.

COMPILED BY ELANA ROSS

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Cool Clothes.
Need a new outfit for this weekend? Look no further Shaker Raiders! Plato's Closet has everything you need. We buy and sell gently used clothes, shoes and accessories from all your favorite brands for guys and girls. And...we pay you $$$ on the spot for trendy items you no longer wear
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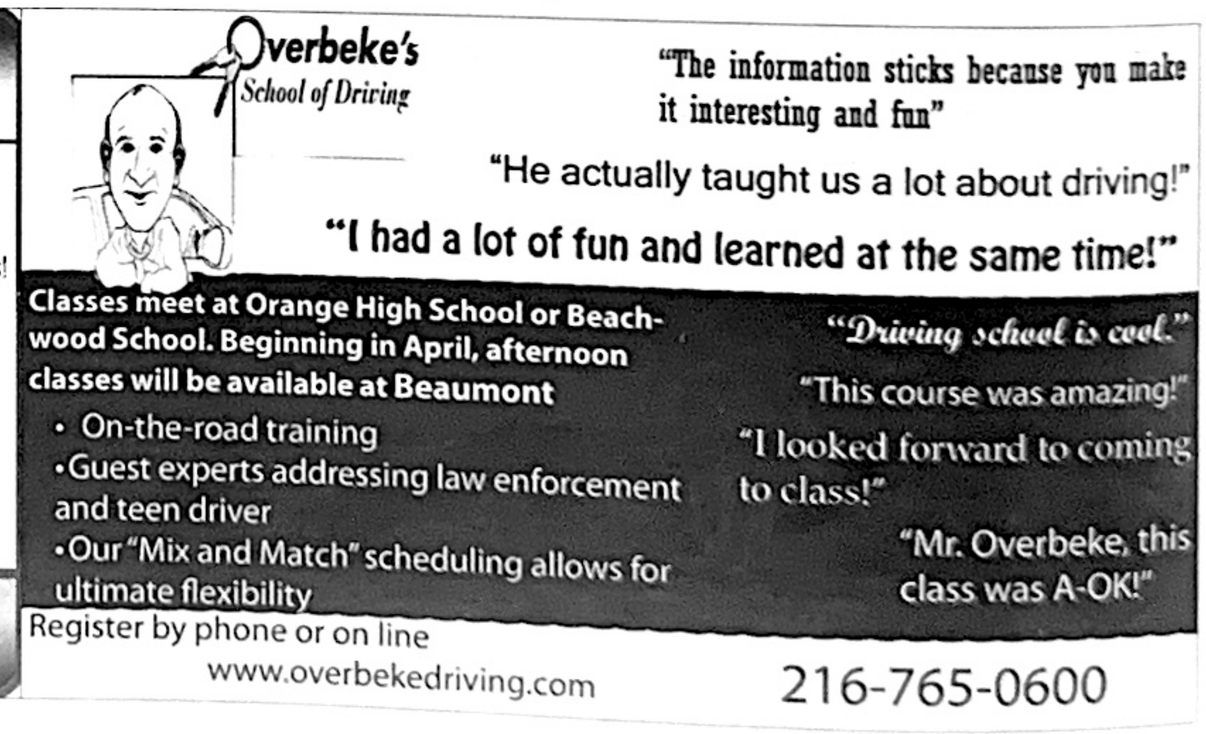
Overbeke's
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"The information sticks because you make it interesting and fun"
"He actually taught us a lot about driving!"
"I had a lot of fun and learned at the same time!"
Classes meet at Orange High School or Beachwood School. Beginning in April, afternoon classes will be available at Beaumont
• On-the-road training
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• Our "Mix and Match" scheduling allows for ultimate flexibility
"Driving school is cool."
"This course was amazing!"
"I looked forward to coming to class!"
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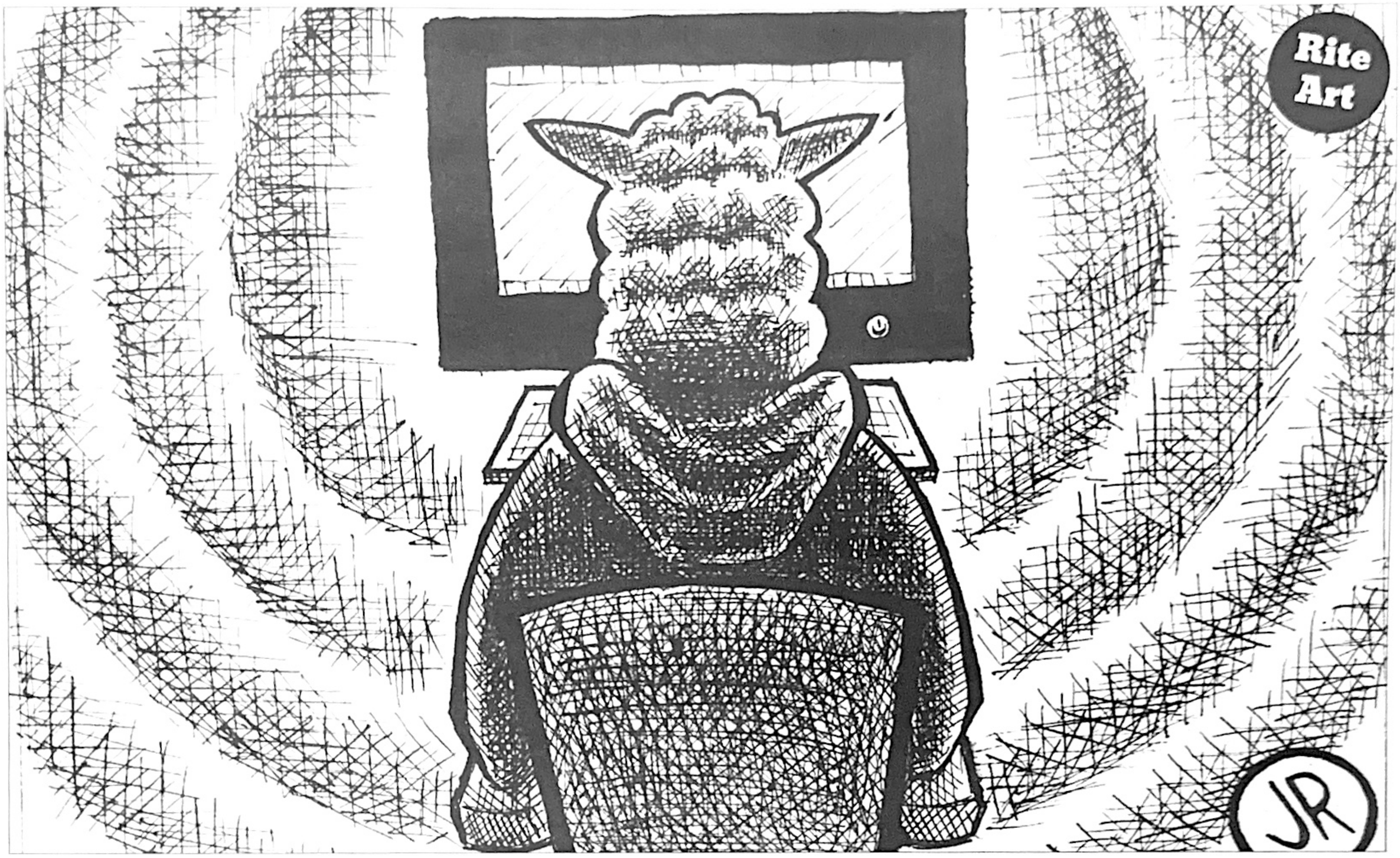


OFFERING SUPPORT WITHOUT IGNORANCE

It took the KONY 2012 video six days to accumulate 100 million views. It only took a weekend for most of those viewers to lose interest.

Compared to music or comedy videos that have gone viral, KONY 2012 was the fastest to reach 100 million. Whether you were scrolling down your Twitter, Facebook or Instagram feed, you most likely saw a link to this video Monday, March 5. For the next week at school, you probably heard classmates and friends talking about it.

All it took were a few photographs of mutilated victims and a filmmaker's innocent little boy to instantly capture our attention. We expressed no suspicion, no doubt and no urge to find out more about who was attempting to make a malicious African criminal famous or who that leader was. In half an hour, we became experts on Joseph Kony and the Lord's Resistance Army, even though most of us can't even point to Uganda on a map. The slick film identified the problem for us and offered a simple solution: donate $30 to Invisible Children, receive two bracelets and a poster. For most of us, that was sufficient. Not until the initial excitement had passed did people begin to research the Invisible Children organization and the intentions of filmmaker Jason Russell.

Rite Idea

The main criticism of Russell and the organization is that the film oversimplifies the plight of the Ugandans and even exaggerates some facts about Kony and his group as it exists today. There have also been allegations that Invisible Children is exploiting the situation for economic gain, claiming that it keeps 70 percent of the donations received. More troubling are criticisms that in aiming to rid Africa of Kony, Invisible Children supports other rebel groups who commit atrocities.

The truth about Invisible Children is that it is an awareness organization, not an aid organization. Its goal is to raise money to create more tools (i.e. videos, posters, action kits) to raise awareness of the issues in Africa.

To be honest, we were proud. We were proud to walk our school hallways last Tuesday and see everyone riled up about helping. It was inspiring, it was exhilarating. But we can't be proud of ourselves because we were one of the millions to post our support on Twitter. We need to be knowledgeable about the cause and we need to help in ways that can be done without our computer or smart phone.

Don't get us wrong, Russell is fighting for a deserving cause. Kony is guilty of horrible and intolerable acts, and there is no doubt in our minds that he should be stopped. This is a worthwhile issue and it deserves our support; the children in Africa deserve our support. So much, in fact, that we owe it to them to do the right research and fund the right organizations.

It's frightening to realize how one well-made video can entrap the attention of an entire population. Imagine what damage a person could do with this type of power. As long as there are quality images and music that spark sympathy and anger from their audience, a person or organization can manipulation millions. We could be tricked into believing anything. It is necessary for our population and our generation to learn from our ignorance and not let it cloud our vision in the future.

Do your research. Find a cause to support, or continue to fight in hopes of stopping Kony. But find an organization that thinks their cause is more important than the rise of their company. If you want an example, go to the nearest smart phone or computer and research GlobeMed. This unique organization is a national network of college students working to improve the health of impoverished people, including Ugandans. Brian Redline ('06) is currently involved in GlobeMed at Washington University in St. Louis and is reaching out to Shaker faculty, students and residents to support the cause he has found a passion for.

True, GlobeMed has not created a large-scale, professionally made video that has gone viral on YouTube, but that doesn't make the cause they are fighting for any less important. Here is an important issue to support, with a reliable source to contact.

So don't lose your enthusiasm to fight for problems that need our help. And, if it helps, order propaganda and post it on social media so the word gets out. Just don't stop there – stop when you know that you, individually, and we, as a community, have made a difference.

Skewed Demographic in a Diverse School

Turn to page seven and look at the staff box. How many non-white, non-female contributors are represented? Unfortunately, very few.

Graham Fine

The Shaker Heights City School District is 51 percent male and 49 percent female. Last year, the high school population was 51 percent black, 37 percent white and 12 percent other racial identities. The Shakerite staff is 94 percent white and 89 percent female.

As Editors In Chief of a school newspaper, we aspire to thoroughly represent high school community, but with two males and only one non-white editor, we struggle to meet that goal.

Ilana Kramer

For example, The New York Times recently published an article about a U.S. Department of Education report indicating that black males are subject to "much harsher discipline in public schools than other students." Any high school newspaper in a racially diverse school should cover this issue. But, without a single African-American editor, we are reluctant to pursue it.

What would it look like if a bunch of white girls published a story detailing the racial demographics of suspended and expelled SHHS students?

The last time The Shakerite reported on a racially controversial issue was in 1997, when editors boldly covered Shaker's academic achievement gap.

The day the issue was distributed, African- American students walked out of class, TV news cameras descended on campus, and some Shakerite editors were escorted to the newsroom by security. Not surprisingly, no staff since then has confronted the issue of inequitable achievement.

We don't fear the reaction this would bring from the community as much as we worry about misrepresenting the problem. We would never intentionally misrepresent a situation, but we worry that our audience might misinterpret such an article as an attack rather than as an effort to stir discussion about equity.

Students often say that they don't relate to articles published in The Shakerite. This skewed demographic between the student body and The Shakerite staff is not a new problem.

In 1992, some African-American students wrote and published a flier called "The First Amendment." The first issue, published Feb. 10, 1992, featured a piece called "The Means of Expression" by Kimberly Coiley that touched on the The Shakerite's appeal to "a predominantly white audience." Although Coiley did not feel this representation was purposeful, she stressed the need for a newspaper that African-American students could relate to.

She stated, "I think it would be beneficial for African American students to be able to write and read about themselves. And about our issues."

English teacher Paul Springstubb, the unofficial faculty adviser of the publication, remembers the contributors feeling that their work would not be published by The Shakerite. We recently read the publication, and it's clear to us that most of the content would be published in The Shakerite today.

Now, look at the stories in this issue. We try to appeal to everyone in the school, but given the racial and gender imbalance of our staff, doing so is tough. We want to publish stories that white females might not think to write; we want to publish hard-hitting racial commentary; we want to better represent the school. If you have an interest in journalism and don't relate to what's being published, you can change that.

This isn't propaganda for the journalism program, and we don't want to hire anyone just to improve the diversity of our staff, but it's time to address the problem.

The journalism program is open to any student who takes newspaper production seriously, and students shouldn't feel like they won't fit in just because of their gender or race.

A high school newspaper should represent the experiences of all students. With a staff that is 94 percent white and 89 percent female, how is this possible?

A Teacher Who Just Wants to Say Thank You

Guest 'Rite

It started with a scuffle in the dance room, one teacher randomly walking in on several students with their voices elevated. The teacher tried to verbally break it up and move the students along, but the students start moving toward each other as the confrontation escalated.

The teacher, moving to the middle, tried to direct one screaming student out the opposite door, but words turned to threats, and the student came back toward the group. The teacher found herself blocking the student against the wall to avoid a physical conflict. The student kept pushing, the teacher, resisting. The teacher, still holding her cup, put it on a ledge when the student started pushing harder to reach the other student. The cup fell, smashing on the floor. The bell rang, and the students dispersed as quickly as they came.

The cup, a gift from the teacher's sister in New York City, represented a connection that was now broken. Surprised by the conflict and the broken cup, the teacher started to cry.

One student stopped and helped her pick up the broken cup, neither knowing the other as they went their separate ways. But the cup was not forgotten.

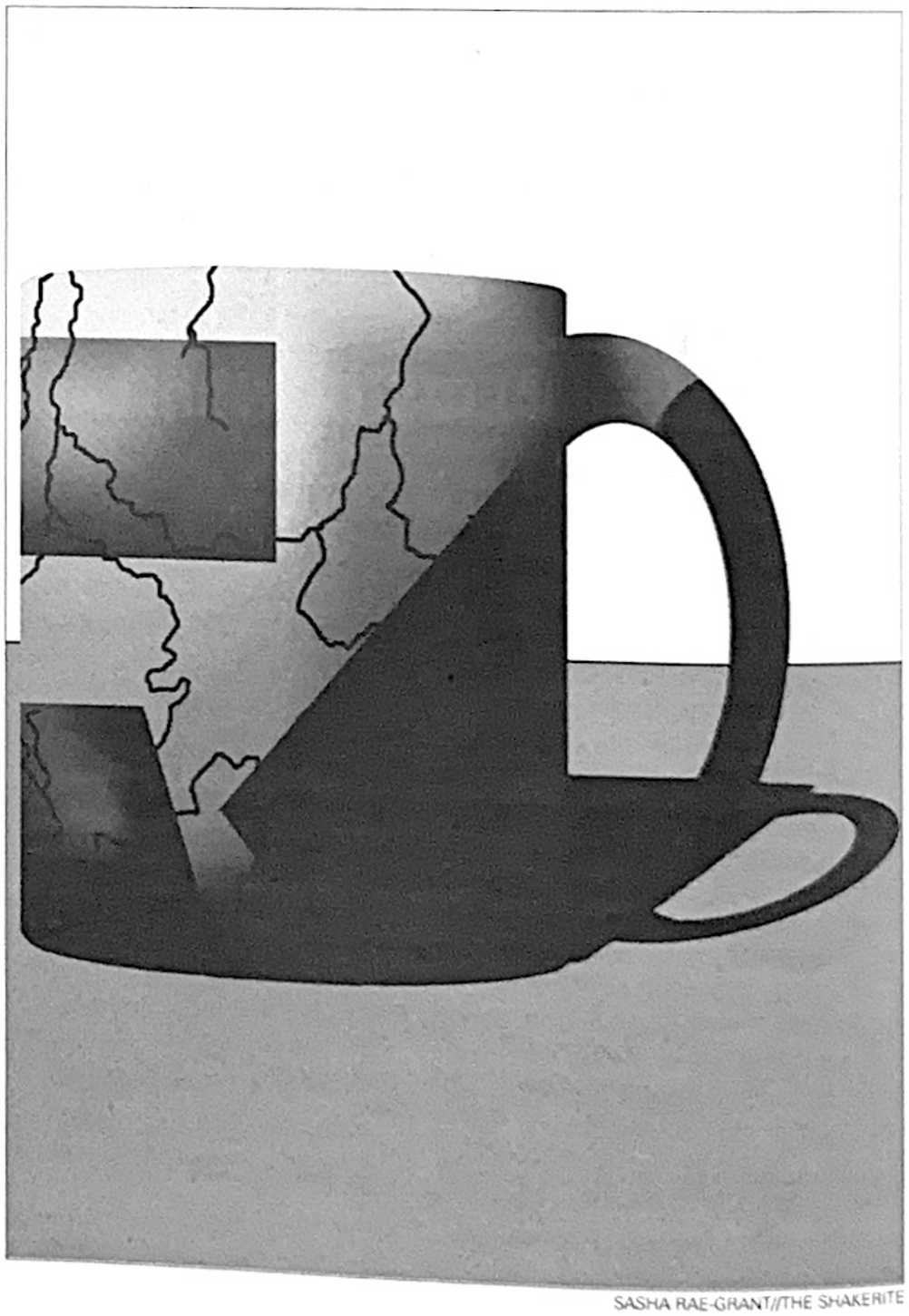
The student decided to make a replacement cup for the teacher in ceramics class, but she didn't know who the teacher was, so she couldn't deliver the cup. The student finally saw the teacher in the hallway two months later and told her she made the cup for her.

Again their ways part. Four months after the scuffle, the teacher walked into her office to find a cup -- a handmade cup -- with a note attached: "I made this cup to replace the one that got broken. Signed, Tierra."

As an educator it amazes me what connects people. What small acts of kindness mean to another and what hope and encouragement they can bring. It reminds me to continue to believe that each of us can impact a stranger with a kind word, a gesture -- a cup!

Thank you, Tierra Bryant, for your kindness and my new cup. I will cherish it always! Signed, Linda Hile.

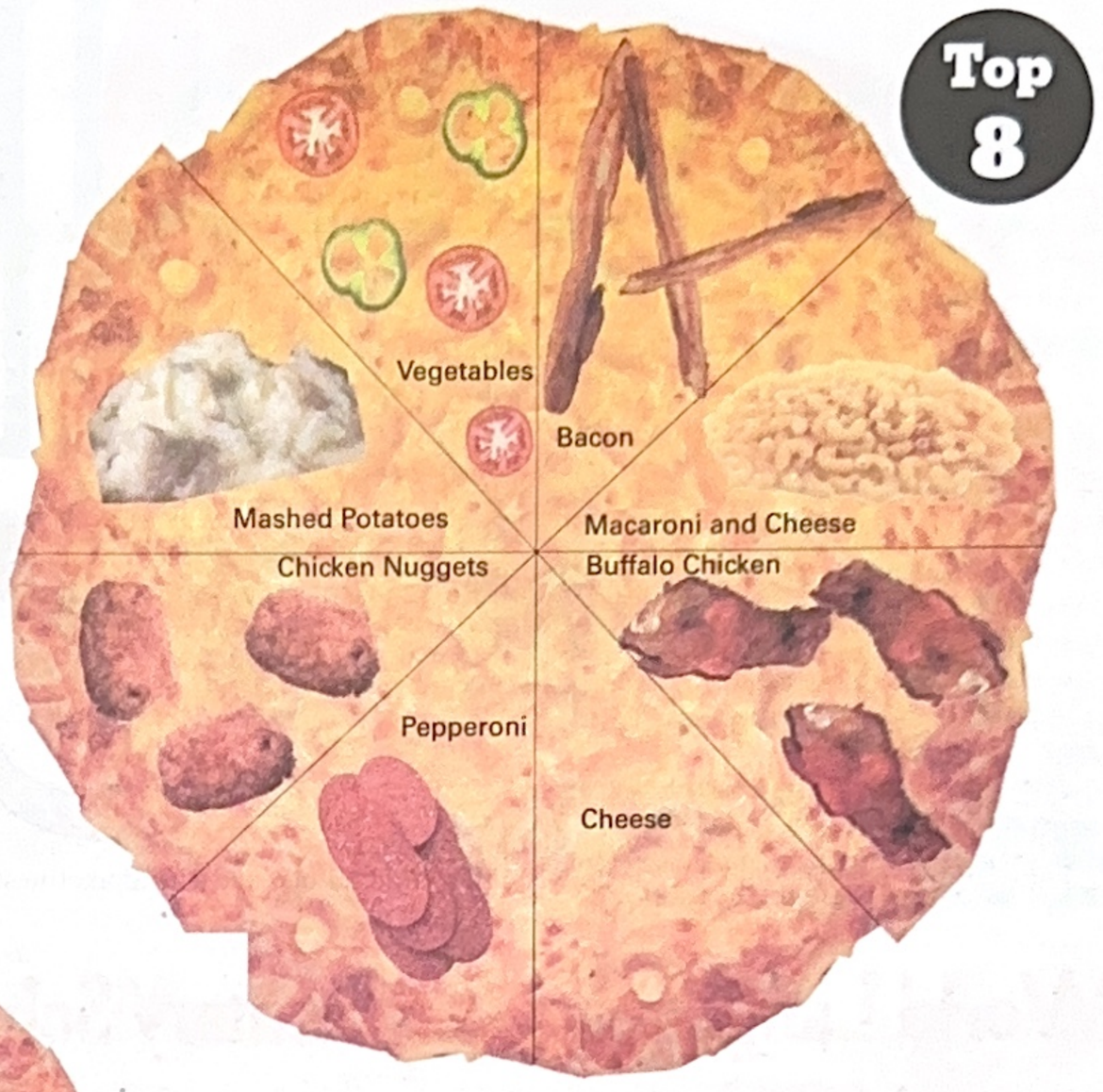
"The cup fell, smashing on the floor."
LINDA HILE



SASHA RAE-GRANT//THE SHAKERITE

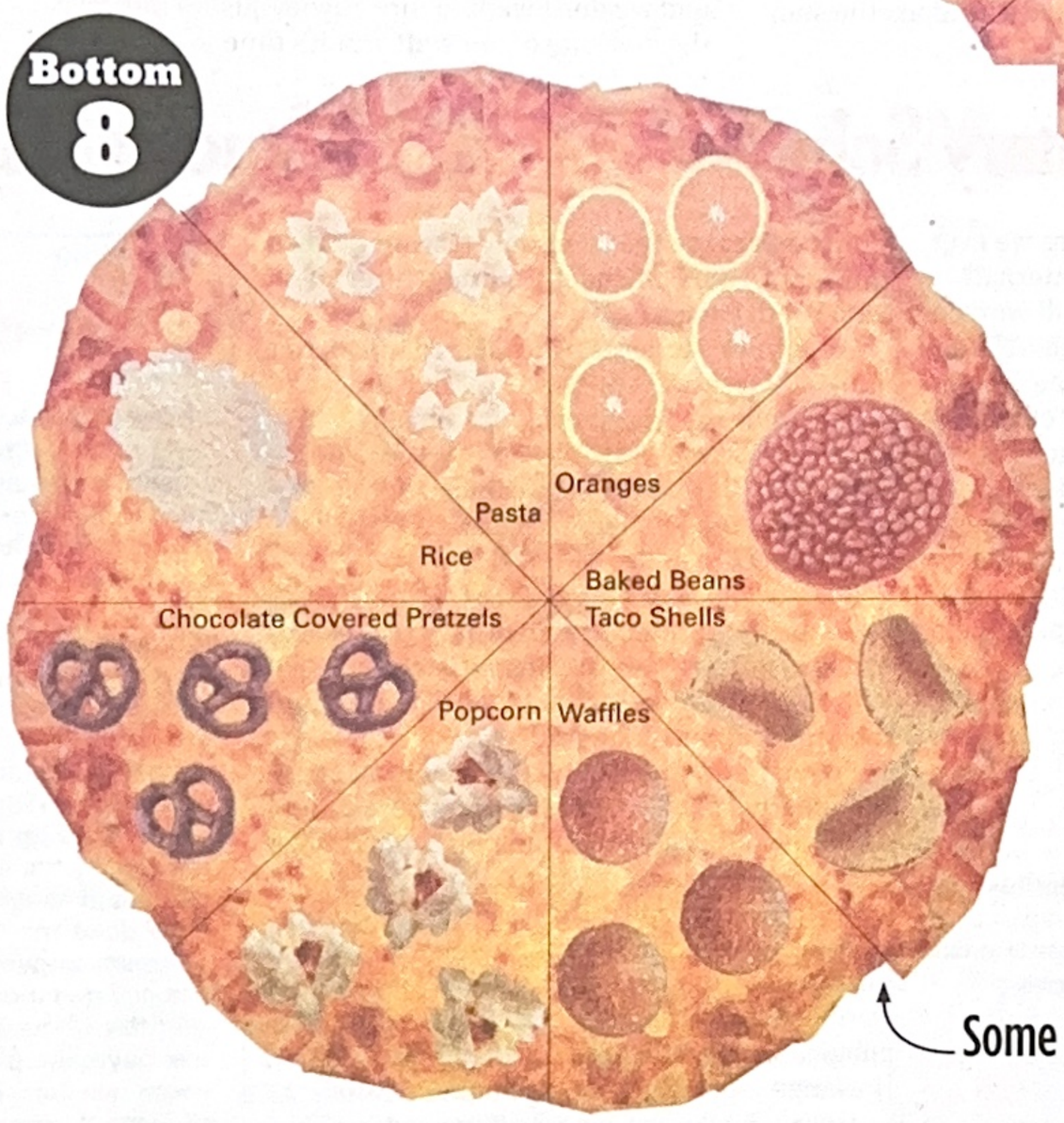
Pizza: The Good, the Bad and the Gross

Some of the food the school sells might taste great on the pizza they serve



Pepperoni is no longer the most exciting topping on your pizza. Recently, the district's food-service provider, AVI, has been topping its pizzas with some interesting choices. We understand that the company doesn't want to waste food. That being said, we don't want our meals to return the next day, and some things just don't belong on a pizza. Adding buffalo chicken to a pizza just makes it a meat pizza. If you can just think of it as another layer of cheese, adding macaroni and cheese to a pizza is only a little bit questionable. The real wonder is adding foods such as mashed potatoes. It's nice to have some variety in our meal choices, but no one objects to the classic pizza. One slice of cheese pizza, please.

COMPILED BY SARAH SHAW AND SAMANTHA WEISNER



Some things the school sells that shouldn't go on pizza

Repurposed Food Raises Concerns About the Health and Taste of School Lunches

BY LEO IZEN STAFF REPORTER

Wouldn't it be so cool if yesterday's slop was put on today's pizza? That's what I never think when I'm standing in the lunch line.

AVI has been repurposing food that was offered previously, either by selling it as an extra or by putting it on pizza. AVI has put all kinds of leftovers on pizza, from breakfast sausage to bacon to buffalo chicken to mashed potatoes to macaroni and cheese. I had seen the first three of these frequently. When I heard about mashed potato pizza, my first reaction was "Eww..." and my second reaction was "Wait . . . What?"

I don't understand why they think that putting mashed potatoes on pizza will help it sell.

Then my brother told me about macaroni and cheese pizza. This time, my first reaction was "Are mashed potatoes out of style?" My second reaction was, "That must be really unhealthy!"

Not So Healthy Living

The AVI website states that "AVI is dedicated to supporting you in living healthy, eating healthy and being healthy." But, using AVI's nutrition information, I estimate that a piece of macaroni pizza could offer double the caloric value of a slice of cheese pizza. A 7-inch personal pepperoni pizza has an astounding 700 calories.

THE SHAKERITE
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Readers may reach The Shakerite at (216) 295-6210 or by emailing shakerite@shaker.org.

The Shakerite is a member of the National Scholastic Press Association.

NSPA

The Challenges of Learning Chinese

When the IB Programme arrived at Shaker's elementary schools last year, students said "Ni hao" to an hour of weekly Mandarin Chinese language instruction taught by native speakers. This year, students said, "Zai jian" to an hour a week of social studies lessons.

Chinese instruction for elementary school students was added to meet the IB Primary Years Program language requirement, as "schools must provide instruction in the learning of a language other than the principal language of instruction of the school from the age of at least seven."

The American Council on the Teaching of Foreign Languages recommends elementary school students experience language instruction 3-5 days per week for 30-40 minutes per class. Shaker students in grades 2-6 experience one hour of Chinese instruction twice per week, and first graders have 45 minutes per week. Chinese classes replace a "special" class such as art or music one week and a social studies class the next.

By the Numbers

6.3% of Americans speak at least two languages fluently

66% of the world's population speaks at least two languages fluently

300 high schools in America offered Chinese in 2000

1,600 high schools in America offered Chinese in 2010

IB Brings World Language to Elementary Schools, but Social Studies Pays the Price

MARCIA BROWN STAFF REPORTER

An unidentified student at Woodbury Elementary School wrote a letter, collected 80 student signatures and submitted it to Principal Randall Yates last month making clear student criticisms of the school's Chinese program.

The writer argued the value of social studies classes in comparison with Chinese lessons. In comparing Woodbury's social studies curriculum to its Chinese curriculum, the writer stated, "In Social Studies, we learn many useful things, like what the 50 states are, what the 13 colonies were, and where the Rocky and Appalachian mountains are. These things we could really use during our lifetime, whereas when are we ever going to sing a song about colorful lanterns?"

The 2007 Ohio Core Curriculum Bill worked to expand Chinese programs in high schools across Ohio, and Ohio schools received a grant of $100,000 from the U.S. Department of Education in 2007, which helps to cover the costs of school districts in Ohio that teach Chinese.

In 2009, the Ohio Achievement Assessment test in social studies was eliminated due to budget cuts, with the result that districts have begun to place less emphasis on that part of the curriculum.

"One thing that has happened since the passing of No Child Left Behind is that in some school districts, social studies classes have been reduced because the state only tests in English and math," said Michael Charney, director of Ohio Youth Voices.

Woodbury students who signed the letter think Chinese classes waste school time and believe that the program is not effective. "We don't learn. Watching YouTube videos, doing crafts, and playing Chinese games on the computer isn't going to help us speak Chinese," the letter stated.

Shaker Superintendent Mark Freeman hopes to adapt the program to align it with the students' requests. "We are taking steps to deal with these objections to make sure the program functions properly," he said.

Freeman said he would prefer not to cut social studies classes, but that the short school day at Woodbury – about half an hour shorter than a school day at the high school – does not leave much flexibility. He said that the administration is working on lengthening the Woodbury school day and that the Woodbury staff wants to expose students to more world languages, specifically French, Spanish and Latin, the languages offered at the middle school.

However, a longer school day would require a new agreement with the Shaker Heights Teachers Association. SHTA President John Morris said that only the starting and ending times of classes could be adjusted at this time because SHTA negotiates a contract every three years. Although contracts cannot currently be renegotiated to include a longer school day, changing class times could accommodate added periods in the day to teach languages in the elementary schools.

The students' letter further argued that social studies classes are more valuable in the long term than Chinese classes. "In Chinese, we aren't learning anything that may one day help us be bilingual," it stated. "In Social Studies, we're learning things that will educate us in the history of our country and what's going on in our world."

The letter writer hits a sore spot with that argument. Last May, the New York Times published an article describing the results of a study that showed that only a quarter of fourth- to twelfth-grade students were proficient in civics. The remaining three-quarters remain ignorant of facts relating to American government and history. At the same time, Shaker is cutting one social studies lesson every other week from elementary students' school days in favor of Chinese instruction.

The Chinese program is trying to establish an internationally aware community through education and communication. However, the students are having trouble ignoring what they perceive as wasted education time.

Despite their negativity, the students in a sixth-grade Chinese class on Feb. 22 seemed to understand much of what teacher Jen Hu-Yan said. Nevertheless, the student letter to Yates called for "confident teachers, preferably with experience running the class."

When Shaker applied to participate in the Chinese teacher exchange program, it hoped for a brighter bilingual future for its Woodbury students.

One Woodbury 6th grader, however, may have summed up student feeling by concluding, "Chinese is weird."

Financing the Program

SHANE MCKEON STAFF REPORTER

Shaker's Chinese program was born out of necessity and opportunity. The district needed to fulfill a world language requirement for the International Baccalaureate program, and the Chinese government offered a solution.

Through an exchange program, the Hanban (Confucius Institute Headquarters) worked with the Chinese Ministry of Education to send Chinese teachers to Shaker Heights, providing an economical opportunity to fulfill IB world language requirements.

Hanban paid the teachers' salaries in full, while Shaker paid for fringe benefits such as transportation and housing. This provided Shaker with cheap and native Chinese teachers. "We couldn't have done the IB program without them," said Assistant Superintendent Bernice Stokes. "Hanban covered the cost."

As the Chinese language program continues, the payment plans change. According to district treasurer Bryan Christman, the Hanban Chinese teachers receive a new teacher's salary of $43,000. "Hanban pays $13,000; we pay $30,000," Christman said. Next year, Shaker will pick up the remaining $13,000 on the tab, making the teachers fully district-paid. The teachers will be responsible for their own housing and transportation.

Despite Woodbury students' criticisms, Stokes sees the Chinese classes as a curricular improvement. She explained that social studies is a part of the Chinese curriculum. "Teaching the Chinese culture is a big part of the language. The social piece is very important."

High school students taking Chinese seem to feel positive about the language, despite what their younger counterparts say. "Chinese is a great class. Ms. Li is a great teacher," sophomore Alexandra Gaines said.

Though she holds that Chinese is a valuable class to high school students, Gaines said that it shouldn't take precedent in elementary schools. "Social studies is more important than Chinese," said Gaines. "It's always good to start learning early, but social studies is more important."

Highlights from The Letter

"We want to learn how to speak Chinese, not sing songs!"

"It's impossible to learn a language if you only use it once every other week."

"You may be wondering if everyone feels this way about Chinese. They do. I've even had a few kids sign my letter to prove it."

"...when are we ever going to sing a song about colorful lanterns?"

"Thank-you for considering our concerns. As the principal, we thought you would like to know our opinion."

"Because really, how much do we need Chinese? Is it really important enough for you to waste an hour of Social Studies?"

Mastering One of the Toughest Tongues Takes More than 2,000 Hours of Study

TAYLOR BUTZE STAFF REPORTER

Accompanying Shaker's recently implemented International Baccalaureate Program was the elementary Mandarin Chinese program.

Employed within the district are eight native Mandarin Chinese speakers who teach students in various grade levels. In grades K-6, students are introduced to the language, learning basics conversational words while learning about cultural and historical aspects of China.

In a Feb. 22 Chinese class of 23 sixth-grade students, four indicated they would take Chinese at the middle school. Middle school students choose a language to study in seventh grade, and meet for one class period each day. As in years past, options include Latin, French and Spanish. Next year, the middle school will offer Chinese as well, although two middle school guidance counselors said they are uniformed about the details involved. Chinese is not included in the 2012-2013 middle school program planning guide.

The high school currently offers Chinese I through Chinese IV. Altogether, 46 high school students are currently taking Chinese, and some classes are very small. The Chinese II class only has nine students.

Studies show it is easier to adopt a second language at a young age. The American Educational Research Association, states, "For young children, starting early can lead to mastery of a foreign language . . . only if it is taught through a well-developed form of total immersion instruction. A program consisting of a few hours of foreign language teaching per week is not enough."

So how much time is needed to learn a complex language such as Chinese? The U.S. State Department ranks Mandarin Chinese as a Category 3 language, a group that comprises, arguably, the "toughest" languages for English speakers to learn. The AERA estimates that to master these languages, a student needs 2,200 hours, with about 1,100 spent in a country with native speakers. This standard contrasts with Shaker's program, which does not have any immersion aspects, and at one hour per week, would require more than six years to accumulate the recommended hours.

A child will also pick up a language more quickly if it is practiced in the home as frequently as possible. Three of the 23 students in the polled sixth-grade classroom indicated their parents sometimes help or encourage them with their Chinese practice.

At the elementary level, a typical Chinese class is interactive. Jen Hu-Yan, one of the guest teachers here from China, taught Woodbury students about Chinese money on Feb. 22. Before getting into the language itself, Hu-Yan discussed the history of Chinese money and its value. She showed them how to use what they knew to ask or say how much something costs, and taught other phrases associated with buying and selling.

In the high school, students find that it is hard to learn Chinese. "I've taken three years of Chinese, but I'm in Chinese four," said senior Alexis Moten. "I don't know all the characters yet, but I need to know them for the final!"

The cultural appreciation aspect of Shaker's Chinese curriculum may prove more valuable than the language itself.

Michael Charney, director of Ohio Youth Voices, an organization promoting students' opinions on curriculum decisions, argues this viewpoint. He said the Chinese language program "is more of a way for collaborating for future international cooperation instead of just education."

Dann Parker Retires, Reflects on Extensive Teaching Career

ERICA SEMAN SPOTLIGHT EDITOR

LIZ JACOBI/THE SHAKERITE

In Room 230, a colorful assortment of ties is growing each day.

After 13 years at Shaker, social studies teacher Dann Parker has decided to retire.

Parker has taught Global Studies, American Experience, AP U.S. History and AP European History at Shaker. In his 40 years of teaching, he has taught subjects "from Southwest Cultures to geography."

Teacher Feature

Parker said that he enjoyed challenge of teaching classes such as APUSH. While his favorite classes differed throughout the years, in the long run, he liked teaching classes that give him the opportunity to talk to students and "study the subject in depth at a higher level than usual for high school."

This year, Parker teaches the IB European Seminar and APUSH.

Sophomore Morgan Kiener is in Parker's APUSH class. She likes Parker's approach. "We have a lot more discussions than the other classes. We learn verbally rather than visibly," she said. "Mr. Parker is a compassionate teacher, and you can tell he loves his job."

Sophomore Laura Hundert also enjoys Parker's class. "I think I am learning APUSH in a more 'college' way than my other classes," she said. "Because we don't really have busy work, so I actually feel like I am learning more. I also love that I get to be informed about what's going on in politics today. Also, we have lots of discussions about history about how [what we learn and the present day] relates in some way, which is very interesting and fun to talk about."

Senior Markie Anderle has had Parker for APUSH, AP European History, and IB Europe and Asian. "I feel like Mr. Parker's class gives me a unique perspective on the material we are learning. We are taught to question information and come up with our own conclusions," Anderle said. "While I'm sad other students won't get the same three-year experience I had, I am happy for Mr. Parker that he finally feels like he can retire and end his teaching career on a positive note."

Parker said that he first retired in 1998, when he was teaching in New Mexico. "I made a commitment with my wife that when I came back here to Shaker Heights, we would each teach a few years," he said. "We made the promise to a colleague that we'd be smiling, healthy and satisfied. It's not that the satisfaction is going away; I just felt this was a good time to leave."

Parker told his classes about his plans, but students agree that Parker's pending retirement hasn't affected his teaching.

"I don't really think he has changed the way he teaches," said Hundert, "But he always seems happy, which is good."

Anderle agreed. "I do think that he appreciates class even more knowing that this will be his final semester," she said.

Other students stated that they love Parker and his neckties.

Parker has collected many and decided to wear one each day until he retires. Since announcing his retirement, Parker has been removing his ties at the end of the day and hanging them on his projèctor screen housing in the classroom. "I have 60 or 70 ties – certainly enough to go from here to the end of the end of the year without difficulty," Parker said.

He also wishes his students would support him on his last day. "I'd love if my seniors, or anyone, could wear one of my ties on my last day of school here," Parker said.

Parker loves the feeling of community in Shaker. "It's been an honor to be here . . . This staff is unbelievably talented and professional. The time I first interviewed here, I saw the mission of the school – 'a community is known by the school it keeps' – and I'm so proud to be part of somewhere that lives up to the mission."

Years later, Parker said that he can still look back at his time at Shaker with satisfaction. "I still think this is a wonderful school . . . But it's time to go."

"It's been an honor to work at Shaker High School."

DANN PARKER

Student Ideas for Parker's Retirement

"I think he will enjoy himself a lot and probably keep being a huge liberal political activist which is awesome and needed!"
Laura Hundert

"I think he will spend his time with his family."
Morgan Kiener

"I think he will spend his time doing something else worthwhile, like debunking United States conspiracy theories, or possibly ice fishing with his wife."
Markie Anderle

Parker's Plans

Parker said he doesn't have definite plans for his life post-retirement, but he does know that he will spend time with his family, which is spread out across the country.
"I'd also like to explore education in different areas, maybe through writing. I just want to keep learning," he said. "If I don't go anywhere outside my family, that would be perfectly fine. I have five grandchildren and I want to be part of their lives and cherish my time with them."

Compiled by Erica Seman

A Teacher Students Want to Study With Again

Morgan Kiener

"Despite his retirement plans Mr. Parker still teaches class with a smile on his face. You can tell he loves his job and is excited to come to work every day.

At the beginning of class one day, he just told us that he announced that he was retiring the day before. Mr. Parker told us that he thought it was time to retire because he would be leaving teaching a great class and that he wanted to spend time with his family.

Mr. Parker is a great teacher, and it's sad to see any teacher retire, but you have to respect his decision . . . I would have loved to have him as a teacher again."

Slick Film Stirs Sympathy, Skepticism

KATHLEEN KALAFATIS SPOTLIGHT EDITOR

It clogged up newsfeeds and blasted Twitter.

In two days, KONY 2012, a 30-minute video exposing Ugandan war criminal Joseph Kony, compiled more than 35 million views. At press time, views exceeded 100 million.

Isaac Hepworth, a Twitter employee, tweeted a chart showing the number of tweets about Kony in just eight days. The chart shows that on March 8 there were approximately 9.45 million Kony tweets.

Students immediately supported the cause by tweeting, changing their Facebook pictures and posting statuses about the campaign to make Kony a household name. They raised the subject in classrooms throughout the school.

The video that gripped students is a product of the charity Invisible Children, which accepts donations and sells an action kit for $30. Following the release of the film, videos of unboxing the action kit, blog posts titled, "I have my kit, do you?" and other posts flooded the Internet almost instantaneously.

Shortly thereafter, Kony 2012 continued to dominate the news, social media and classrooms, but some of the students' enthusiasm began to wane after careful investigation.

"After I donated $25, I did some research. I felt that the program was not honest," senior Tyler Straffon said.

Straffon was not the only one to discover that Invisible Children does not donate all of the money received, and he wasn't the only one to feel betrayed.

Rumors have continued to grow, and one alleged that only 32 percent of the money Invisible Children collects goes to direct aid of people in Africa.

In a March 8 interview with Good Magazine, Jedidiah Jenkins, Invisible Children's Director of Ideology, said, "Thirty-seven percent of our budget goes directly to central African-related programs, about 20 percent goes to salaries and overhead, and the remaining 43 percent goes to our awareness programs. The truth about Invisible Children is that we are not an aid organization, and we don't intend to be. I think people think we're over there delivering shoes or food. But we are an advocacy and awareness organization."

At the least, the video could be considered misleading because it does not specifically account for how donations will be used.

"The video, designed to emotionally manipulate, was very effective in doing so," senior Mary Fowler stated in an email.

Fowler acknowledges the tragic acts of Kony and his followers, but she doesn't support Invisible Children.

"One of my biggest problems with [Invisible Children] is that they work with both the Ugandan Army and Sudan People's Liberation Army. Both armies are accused of the same atrocities as Kony's fighters," she stated.

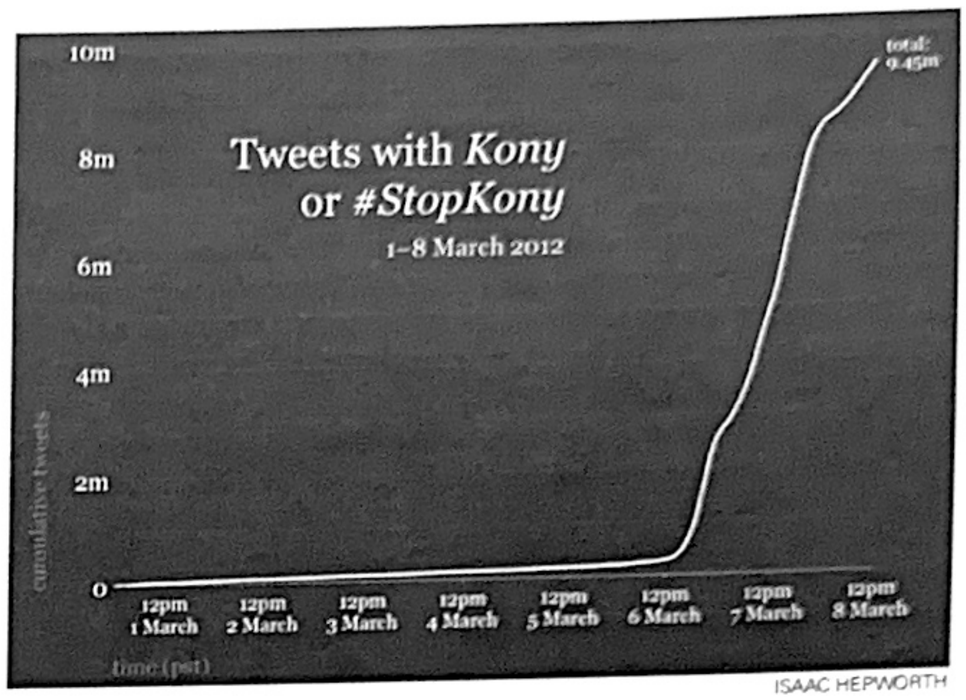
Straffon and Fowler both believe that the sudden awareness will soon fade.

Created by Jason Russell, the film was designed for an outbreak on social media. Within the video, instructions were given on how to share on Facebook, Twitter and YouTube.

Straffon believes that the issue will eventually die out if not solved quickly. He also believes that Kony will be captured, but not for awhile.

"We definitely have the technology to find the people who commit crimes against humanity. If they want to find him, they will," junior Maggie Butler said.

Fowler stated, "I think Kony will be ultimately captured, but that will by no means solve everything, or even anything."



ISAAC HEPWORTH

This chart, posted by Twitter employee Isaac Hepworth, depicts the tweets related to Kony. There was a clear rise in tweets starting when the video went viral.

"The video, designed to emotionally manipulate, was effective in doing so."

MARY FOWLER

26 Years of Crimes in Uganda

1987
Joseph Kony formed the Lord's Resistance Army, a rebellious group aimed at overthrowing the Ugandan government. The LRA raided villages, kidnapped civilians and forced them to serve as soldiers in the LRA.

1990s
LRA's violence escalated.

1995
Uganda broke diplomatic ties with Sudan because they believed that Sudan was aiding the LRA.

2001
The Ugandan government began Operation Iron Fist, aimed at eliminating the LRA. The Ugandan government joined forces and resumed diplomatic relations with Sudan.

2006
The LRA declared a ceasefire and started working on peace agreements.

2008
The LRA and the Ugandan government signed a permanent cease fire.

The fighting between the LRA and the Ugandan government resumes.

Compiled by Elana Ross

Shaker Reacts to the KONY 2012 Video's Social Media Explosion

Alex Freidman
Junior

Dejaa Conyer
Sophomore

Paul Kelly
Social Issue Teacher

Do you think the United States should get involved in capturing Kony?

"I don't. These local governments have been fighting Kony for years with little success. I don't think we would have that much success without sending thousands of troops. People need to think through to the end of the story before they just decide on a point of view."

"I do because there have been too many times when we have just sat around and didn't do anything. We don't have to send the whole army, we already sent in 100 people. Just don't give up on it. They have seen what he can do and what he has done."

"If we are going to stand up for freedom and the innocence of the world that cannot, then we should. If we are just concerned about the price of gas and oil, then we won't.

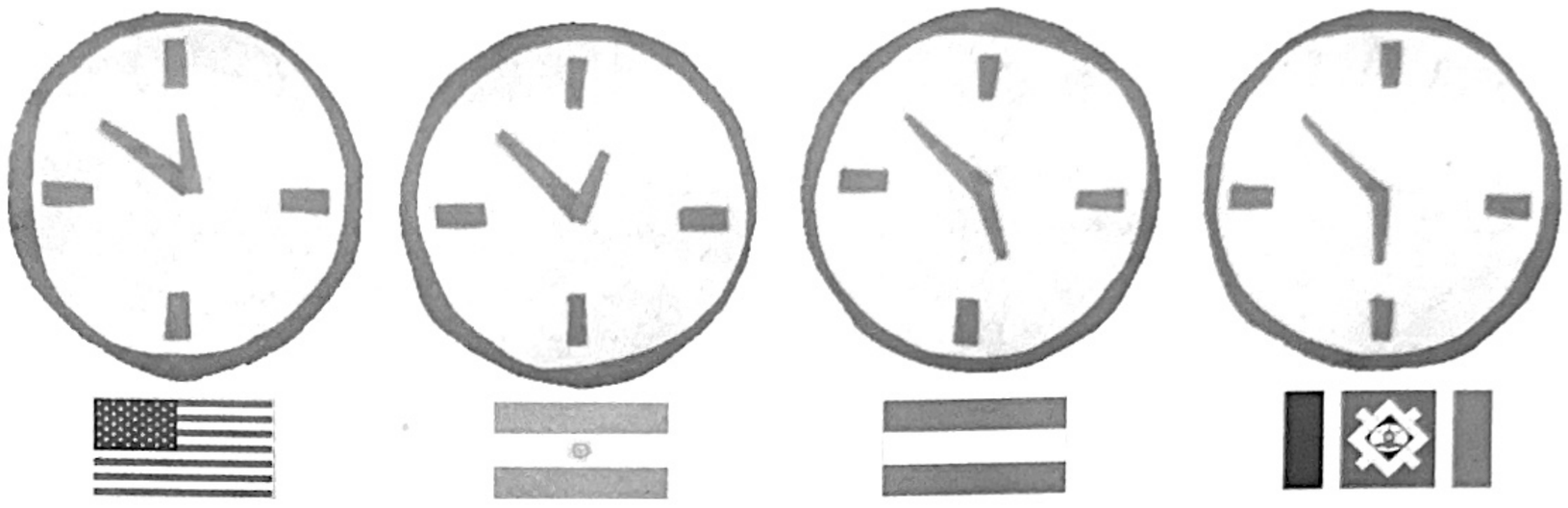
What did you think of the film?

"I thought it was great that people were so concerned with foreign events. I thought it was fantastic that people were concerned with foreign events and autrocities being committed, especially in Africa, a country that really isn't reported on at all."

"My first reaction was just shock -- how come we haven't heard about this guy before?"

"I mean, it is sad. It is gut-wrenching to see that children are treated that way, and honestly, your point of view changes when you become a parent."

Compiled by Kathleen Kalafatis



Incentives for Success

'Students With Attitude' Rewarded at Middle School

Danny Young

Betina Franklin

Ethan Young

SARAH-JANE LORENZO SPOTLIGHT EDITOR

IB students are thinkers, inquirers, communicators and risk takers. They are caring, open minded and principled, knowledgeable, balanced and reflective.

And some of them are $50 richer for it.

This year, the middle school has introduced a program known as "Students with Attitude" to reward students displaying positive IB traits.

Each week, four different IB values are emphasized at the middle school, and students displaying one or more of these values are given raffle certificates from their teachers. At the end of every school day, music teacher Jason Clemens draws the names of four students who have been noticed for their behavior that day, and these students receive small treats or prizes. Each Friday, one raffle winner receives a $50 gift certificate valid for use in any store at the Beachwood Mall.

Clemens created the "Students with Attitude" program last year as a project for his internship with Principal Danny Young. His goal was to introduce IB Learner attitudes to the middle school while giving recognition to students who displayed them. Clemens said that he based the program upon what he learned in discussions with middle school students and staff, and thus far he believes that the program has been increasingly effective. "Last week saw the highest number of certificates in the gift card drawing that we have had yet," he said. "The teachers who are writing certificates are telling me that they are noticing a difference in behavior in their classrooms, the secretaries in the office feel that they can tell a difference in the number of students sent down to see the principals."

THE IB LEARNER PROFILE

The IB Learner profile is a set of 10 qualities that all IB students are expected to understand and exhibit.

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

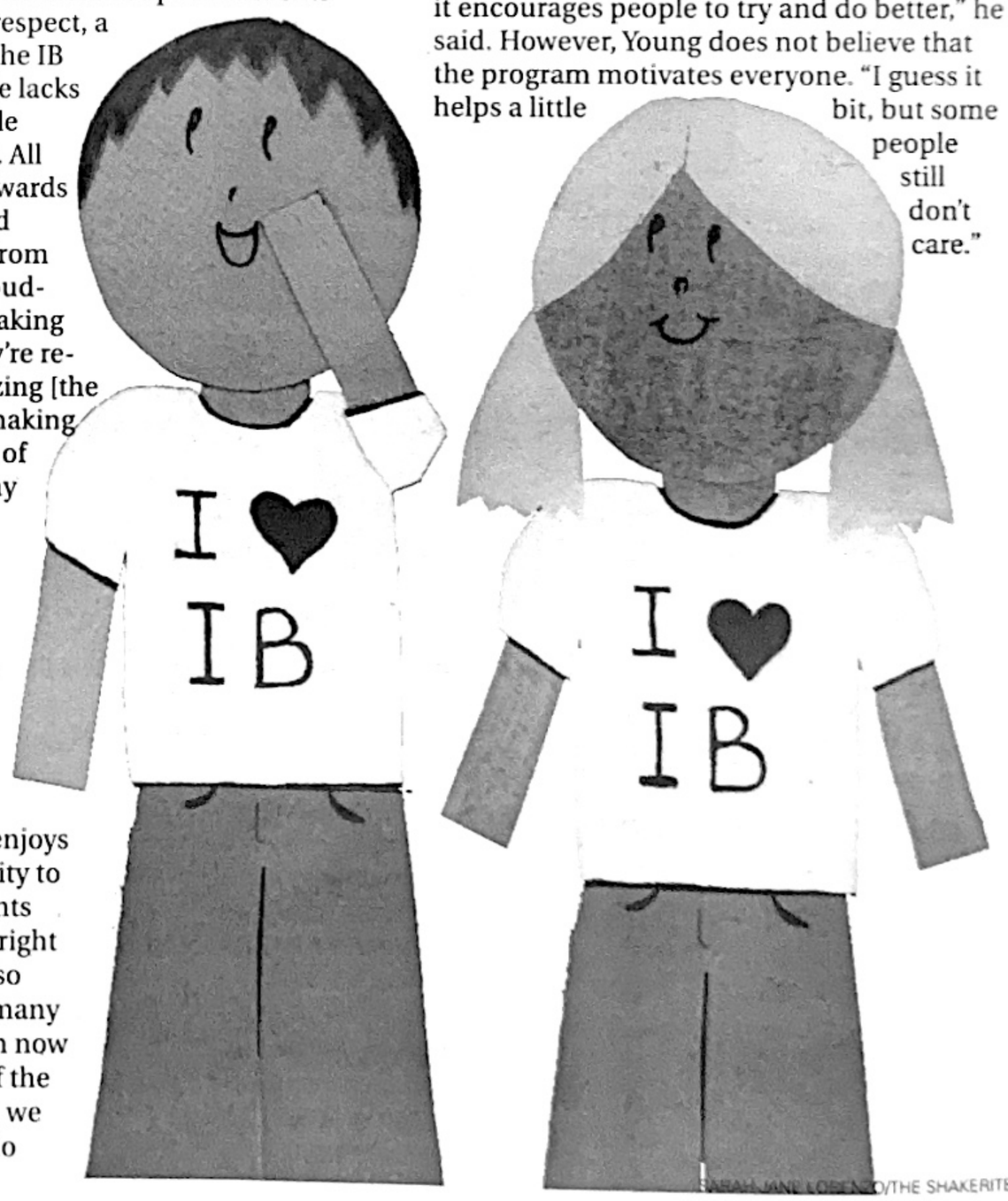
"In the midst of them getting that gift, that reward, [students] are learning about how we need to treat each other here."
DANNY YOUNG

"In the midst of them getting that gift, that reward, [students] are learning about how we need to treat each other here," said Principal Danny Young. The middle school has also been giving certificates for free ice cream cups to students who display respect, a value which the IB learner profile lacks but the middle school needs. All prizes and rewards are purchased with money from the school's budget. "We're making sure that they're really internalizing [the values] and making [them] a part of their every day education," Young said.

Kathryn Manning, an art teacher at the middle school, supports the program because she enjoys the opportunity to reward students for doing the right thing. "I've also noticed that many [students] can now rattle off all of the concepts that we were hoping to have them learn," she said.

"I think it's good for our school," said eighth grader Betina Franklin. "It shows that [the teachers] are paying attention to the students with positive attitudes. Now that the students know that [teachers] are doing 'Students with Attitude,' they have more positive attitudes to win."

Eight grader Ethan Young agrees. "I think it encourages people to try and do better," he said. However, Young does not believe that the program motivates everyone. "I guess it helps a little bit, but some people still don't care."



SARAH-JANE LORENZO/THE SHAKERITE

Cloudy With a (Fair) Chance of Actually Playing

Soggy '11 leaves Raiders uncertain whether or not it will be a season of competition or cancellations

KYRA HALL RAIDER ZONE EDITOR

Nobody wants to relive the sad, soggy story of last year's excessive spring sports cancellations, including me. The varsity baseball team lost 20 to rain, and the softball team followed closely with 17. Likewise, varsity softball never even practiced on its own field. This year with such an oddly mild winter, we are all curious and a little anxious about what spring has in store for us. Like weather god Dick Goddard said, no one can perfectly predict how many ball games will be cancelled this spring. But I knew there were people who could help. I called some Cleveland TV weather anchors to find out their predictions for our spring season.

Kyra Hall

Dick Goddard
Fox 8 meteorologist

"I imagine it is going to be seasonally wet. I certainly hope spring won't be as bad this year because we had such a mild winter. However, one season doesn't predict the next. Just because we had little snow in the winter doesn't mean we won't have a lot of rain come spring. Trying to accurately forecast rain for ball games is hard because it's very far ahead. My name is Goddard, not God, but I'll do my best."

Betsy Kling
WKYC meteorologist

"The climate pattern outlooks are indicating that we will have a better likelihood of dealing with wet conditions. March through April you will probably be seeing similar precipitation to last year's spring. Late April into May things should start to get better with a more normal spring precipitation."

Don Readance
athletic director

"We very easily could get hit with a wet snow storm in the first week of April. It's happened before. But we haven't had all the moisture that would usually be in the ground, so the fields should be in pretty good shape . . . It looks promising, but beyond that, who knows? The only thing to do is to get the sites ready and properly groomed as soon as possible."

Spencer Byers
senior pitcher

"I know we will have some rainouts, but 20 rainouts was ridiculous. I'm just hoping it doesn't rain on days I'm supposed to pitch. To go out and pitch your best game, you need to be really mentally focused. That mental preparation starts way before game time, and when there are rainouts, you need to refocus and adjust. That can be emotionally draining because it's hard to get amped up day after day."

Looking Back, Raider Ball Players Sweep the States

KYRA HALL RAIDER ZONE EDITOR

Shaker baseball consistently produces players who go on to play college ball, more than other Raider programs.

"I think our youth programs and off-season workouts have instilled a work ethic in the boys that allows them to reach their full potential," head coach Mike Babinec said. Since he started coaching in '07, at least one of his players has gone on to play in college each year.

"It is the ultimate satisfaction as a coach knowing that you may have played a small part in a player's development and are proud to see that player be successful in any endeavor," Babinec said.

From 1988-2006, social studies department chairman Charles "Bud" Longo was the head baseball coach. During his tenure, Longo had one or more players who played college ball each year, including Matt Guerrier, who now pitches for the Los Angeles Dodgers.

However, Babinec added, "The credit goes to the boys who are committed to individual and team growth. They are willing to make sacrifices to play at the collegiate level."

Yet Another Season of Cat Litter and Sand

BOE decision to postpone action on turf field, new track means another embarrassing season for Raider athletes and community

KYRA HALL RAIDER ZONE EDITOR

It will be another season wasted.

I have been an athlete at the high school for three years, and come fall, it will be my last field hockey season. Unfortunately, I will never get to play on a Shaker turf field because the board has delayed any construction until "further studies" are completed.

Now, our team will struggle through another season of humiliation. We play teams who have turf fields, and the only advantage we hold is that they find it tough playing through the cat litter and sand the maintenance crews spread on our mud pits but which do nothing to improve conditions. I guess our opponents' momentum slows when we have to stop mid-game so our coach can help the referees rake the sand. Following one of our games in fall 2010, our opponent's coach blamed their loss on our field.

Kyra Hall

It's an embarrassment.

Let's face it: sports are a major part of a community, and sometimes even the deciding factor in where people send their children to school. Because of our horrible fields, Shaker's reputation is declining. Our field hockey team was two goals away from states this year. We are not a team that should be looked down upon because of our field.

Likewise, our school is joining the Northeast Ohio Conference next fall. How will we be taken seriously when our fields are unplayable and pose serious safety hazards?

I understand it's a big project, and the board doesn't want to rush into things. But my biggest concern is that the procrastination of this project hints that it may never happen. Parents, residents, athletes and coaches have gotten involved in this issue, working hard toward any solution to improve our athletic facilities. And really, the only solution is a turf field.

After attending the City Hall meeting Oct. 24, I knew not to get my hopes up. City Hall wasn't completely convinced, however the board of education seemed to be seriously considering the construction of an artificial turf field. But at their March 13 meeting, they backed out last minute, pulling the vote from the published meeting agenda as soon as the meeting started.

If the board doesn't want the image of Shaker to diminish, they will take action on this issue, which has been nagging our community for years.

At this point, all I ask for is that playable fields are provided for our teams come fall.

Lee Weingart, a member of the district-organized committee on facilities and fields, stated in an email to Shaker residents, "The Board needs to put this project back on the fast track so our children are playing on the fields they deserve this fall."

It's the least the board can do.

LIZ JACOB//THE SHAKERITE

Field hockey coach Hilary Anderson, her husband, Erick Anderson and Marnee Anderson (no relation) stand outside Onaway Elementary School with other residents who attended the school board meeting there March 13. The board was expected to authorize installation of an artificial turf field and new track. After roll call, the board pulled the issue from the agenda and postponed any action until spring of 2013. More than a dozen residents then left the meeting

Follow the whole turf debacle from the start. Search the keyword "turf" at the top of the page on shakerite.com.

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Class located in Shaker at 21600 Shaker Blvd. (1st Unitarian Church Rm. 101)

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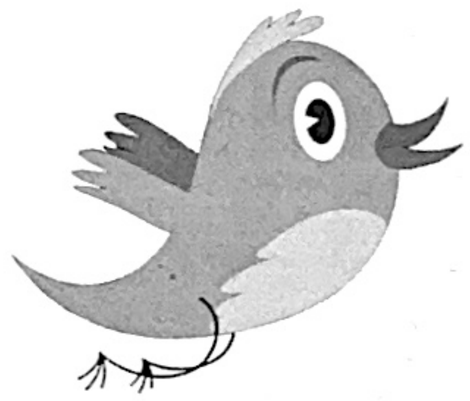

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SHTA

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Sophomore attack Arman Gerami (in white) loses control of his stick as senior defenseman Josh Yauch defends him and junior goalie Eric Sterin watches. The lacrosse team has gone 12-46 in the past four years after winning the 1996 state championship and the 2002 conference title. Yauch and Athletic Director Don Readance said coaching was inconsistent until last year, when Steve Byrne, an all-American defenseman at the University of Virginia in the '80s, was hired. Byrne said the players were apathetic when he came, but he raised expectations of the team immediately. "The culture coming in was one of low expectations, one of low commitment, one of low sport IQ," Byrne said. All said that the team's attitude and skill improved by the end of the season; Shaker won its last two games. "The last four, five games, they kicked it in. . . Knowing how to win is difficult for a team that's lost," he said.

KYRA HALL//THE SHAKERITE

What Happened to the Men's Lax Team?

Second-year head coach Steve Byrne tries to rebuild a once-dominant team

IAN ROUND RAIDER ZONE EDITOR

Men's lacrosse won the state championship in 1996 and the Greater Cleveland High School Lacrosse League championship in 2002.

But since 2008, they've compiled a 12-46 record.

Senior defenseman Josh Yauch and Athletic Director Don Readance both said there were too many coaches in the last decade.

"We didn't have any continuity," Readance said.

Cleveland Heights head women's coach Terry Saylor said, "You need good coaching at both the middle school and high school level," but "if your program isn't being successful, that isn't an indication that the coaching is bad."

Steve Byrne began as Shaker's head men's coach last year. "The culture coming in was one of low expectations, one of low commitment, one of low sport IQ," he said. "The first thing we do with teams is get really high expectations."

Of the players with bad attitudes, he said, "I asked some not to come out. It's not a huge secret. If you've got the right kids with the right approach, you can change the culture."

The collapse may be due, in part, to many players' flight to private schools. But St. Ignatius head coach Patrick McManamon doesn't think the divide between public and private is too great.

"I think people make too much out of public vs. private," he said.

Yauch agreed. "I don't think it would really make much of a difference," he said.

They may have a point. The combined record of Hudson (the state champion), Medina and Rocky River last year was 42-7. Still, St. Edward, University School, Gilmour and Hawken went 45-21. McManamon said two of his former players (neither Shaker residents) now play for the University of Michigan, one of which is a captain there, and another at Quinnipiac University. Many of his seniors this year will play in college, including one at Marquette University.

Byrne said Shaker only developed a youth lacrosse program in the past four years. Saylor said that many players on Shaker's women's team play in his program in the off-season. Junior midfielder Colin Brady said his father taught him to play. Yauch learned the game in a youth league in Michigan and moved to Shaker before seventh grade.

Byrne was a three-time All-American at the University of Virginia in the early 80s. He played for the US national team in 1986. So how did such a qualified, experienced coach end up at Shaker, which was 2-13 the year before him?

"He came to us," Readance said. "He just matched up with a lot of the qualities I was looking for."

"I wanted to see if I could move them from where they are to where they need to be," Byrne said. "With the athletes that they have, I thought they should be doing better."

Byrne said Gilmour was 1-13 the year before he became coach there, and in his first year, they lost in the state championship game. Hawken men's head coach Jim Scully declined to comment on Shaker lacrosse, but said of Byrne, "His lacrosse cred is unimpeachable."

Yauch said Byrne coaches much differently than Gus Stager, the previous coach. "It's just a completely different approach," Yauch said.

Brady said Stager focused more on offense than Byrne, who played defense at Virginia.

Readance, Brady and Yauch said the team's skill and attitude had improved substantially in Byrne's first year. "I think by the end of the season the guys were playing much better lacrosse," Readance said.

Byrne said they became more "hard-nosed" and "confident" at the end of the season. "The last four, five games, they kicked it in. . . Knowing how to win is difficult for a team that's lost."

"It's not a huge secret. If you've got the right kids with the right approach, you can change the culture."

HEAD LACROSSE COACH STEVE BYRNE

Talking About BULLYING

As incidents of bullying leading to tragic ends have arisen throughout the country, attention has turned to bullying in schools, and now in Shaker Heights. With 33 reported incidents of bullying at the middle school last year, we wonder whether this behavior carried on to the high school. Is bullying on the rise, or are we more aware of bullying?

We asked some students and teachers their opinions: is bullying a problem at Shaker Heights High School?

Aiden Leibovich

I think bullying at Shaker is less of a problem than at many other schools, but that doesn't mean it doesn't happen and that we shouldn't try to stop it.

Risha Shine

I have heard people being bullied throughout the day. Of course I walk by in the hallways and it's all a blur and I have to get to my class, so I don't say anything. Usually once I get to my class I forget about it, but yes, I do hear it in the hallways going on.

Gyasi Wingo

I don't see it too much, and if I do see it, it's not too bad. I came from East Cleveland and bullying was like, "Are you gonna join my gang or not?"

Sam Stager

I don't think it's a problem, but I'm sure that we all just turn a blind eye to it in some respects, even if we don't realize it. There are probably isolated incidents happening all the time, we just don't see them.

COMPILED BY GRAHAM FINE AND ILANA KRAMER
REPORTING BY NATASHA ANDERSON AND SHANE MCKEON

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